

Netherfield Writing Curriculum

We are all writers!

We are authors, reporters, poets, lyricists, playwrights, screenwriters, biographers, critics and much more.

We write to share our thoughts and ideas, to share knowledge with others, and because we enjoy it!

At Netherfield Primary, we want our children to grow and perceive themselves as writers. We equip them with the skills and knowledge they need to be successful writers across a range of genres and for a range of purposes. At Netherfield, we follow the National Curriculum for writing. We have designed our writing curriculum to be progressive and to help children build more complex skills as they progress through schools.

We aim for all children to leave Netherfield with confidence in their own writing, and enough writing skill so that they can access and excel in writing tasks in secondary school.

English lessons at Netherfield Primary School offers opportunities for children to:

- Read and explore high-quality examples of writing.
- Use texts, images and videos as inspiration for writing.
- Explore themes and ideas in writing through discussion activities and drama
- Write for a range of audiences and purposes
- Write extended pieces frequently.
- Write about their own experiences
- Write about knowledge they have gained in other curriculum areas.
- Publish finished pieces to a high standard, in order to share their writing with others.

Staff use a variety of schemes to support the teaching of writing skills. These include Rainbow Grammar, No Nonsense Spelling and Teach Handwriting.

Writing is taught at least four times a week at Netherfield. Where possible, meaningful links are made to children's learning across other curriculum areas within their year group and other years.

Netherfield Writing Curriculum

	Punctuation and Grammar to use when writing	Grammar to identify and explain	Composition and Vocabulary	Handwriting
Year 6	<ul style="list-style-type: none"> • Use semi-colons • Use colons • Use bullet points • Use commas to avoid ambiguity. • Use a wide range of connecting adverbs to link sentences and paragraphs. • Use ellipses to link paragraphs. 	<ul style="list-style-type: none"> • Subjunctive form • Perfect forms of tenses • Progressive forms of tenses • Subject and object • Active and passive voice • Hyphens 	<ul style="list-style-type: none"> • Confidently draft and write in a wide range of forms, including poetry, non-fiction and fiction, using different presentational devices to show how they look different. • Plan and write narratives that include multiple settings, characters, a complete plot and dialogue that advances the action. • Use vocabulary and language to have an impact on the reader and create atmosphere. • Group ideas together into paragraphs and can link these together. • Summarise the contents of a paragraph I have written, showing awareness of how best to group information/events. • Write showing awareness of different degrees of formality. • Plan what I am going to write by looking at a range of other authors work for ideas about content and structure, developing these ideas where necessary. • Effectively edit my work in order to make improvements, so that it is more engaging for a reader. 	<ul style="list-style-type: none"> • Write consistently in a neat, joined style.
Year 5	<ul style="list-style-type: none"> • Use inverted commas with additional punctuation and new speaker new line rule. • Use dashes as parenthesis • Use colons to start a list • Use direct and reported speech • Use a wider range of subordination including as, even though, now that, unless, until, whenever, wherever • Use relative clauses and punctuate them correctly with commas. • Use 'to' non-finite clauses [phrases that start with 'to'] and mark them correctly with commas • Start to use connecting adverbs to link paragraphs. 	<ul style="list-style-type: none"> • Modal verbs • Collective nouns • Abstract nouns • Relative pronouns 	<ul style="list-style-type: none"> • Draft and write in a wide range of forms, including poetry, non-fiction and fiction, using different presentational devices to show how they look different. • Plan and write narratives that include a setting, characters, a complete plot and dialogue. • Show examples of carefully selected vocabulary which have an impact on the reader. • Group ideas together into paragraphs and am starting to link these together. • Plan what I am going to write by looking at a range of other authors work for ideas about content and structure. • Edit my work to make improvements 	<ul style="list-style-type: none"> • Write in a neat, joined style.
Year 4	<ul style="list-style-type: none"> • Inverted commas with additional punctuation to mark speech • Commas to mark taught clause types • Possessive apostrophe with irregular plural nouns • Use a full range of adverbs. [how, when, where how often] • Use past perfect tense • A range of strategies to show time and place – prepositional phrases, adverbials. • Use 'ed' non-finite clauses [phrases that start with 'ed' verbs] and mark them correctly with commas • Use a wider range of subordination – as soon as, by the time, just as, so that. • Brackets as parenthesis. • Wider range of connecting adverbs to link sentences. 	<ul style="list-style-type: none"> • Past perfect tense • Synonyms and antonyms • Identify and correct verb forms that have not been used correctly – standard English. 	<ul style="list-style-type: none"> • Write a range of texts and pieces including poetry, fiction and nonfiction, using different presentational devices to show how they look different. • Plan and write narratives that include a setting, characters and simple plot. • Use rich and varied vocabulary in my writing. • Group ideas together into paragraphs • Plan what I am going to write by looking at other authors work for ideas about content and structure. • Make some simple improvements to my written work. 	<ul style="list-style-type: none"> • Write in a neat, appropriately sized style with all joins done accurately
Year 3	<ul style="list-style-type: none"> • Use inverted commas to mark speech • Use commas to mark clause types and other grammatical features that I know • Use the possessive apostrophe with regular plural nouns • Use a range of adverbs, including using them as fronted adverbials. • Write in past, present and future tense. • Use prepositional phrases • Begin to use connecting adverbs. • Use a range of subordination – after, although, as, before, while • Use 'ing' non-finite clauses. [phrases that start with an -ing verb] 	<ul style="list-style-type: none"> • Prepositions. • Determiners • Possessive pronouns • Conjunctions • Subordinate clauses 	<ul style="list-style-type: none"> • Draft and write a range of texts and pieces including poetry, fiction and nonfiction, showing awareness of how they look different. • Plan and write narratives that include a setting, a character and simple plot • Start to use rich and varied vocabulary in my writing. • Start to group ideas together into paragraphs • Plan what I am going to write by looking at other authors work for ideas. • With support, make improvements to my work 	<ul style="list-style-type: none"> • Write in neat, appropriately sized style and join the majority of my letters.

	Punctuation and Grammar to use when writing	Grammar to identify and explain	Composition and Vocabulary	Handwriting
Year 2	<ul style="list-style-type: none"> • Begin to use inverted commas to mark speech • Use all necessary capital letters – proper nouns and I • Use the apostrophe for contraction. • Use commas with some fronted adverbials – once upon a time etc • Use commas in lists • Use expanded noun phrases • Use ‘how’ adverbs. • Use subordination – because, when, if. • Use a range of co-ordinating conjunctions – and, so, but, or • Write in past and present tense • Use an apostrophe to show singular plurals 	<ul style="list-style-type: none"> • Verbs • Adverbs • Pronouns • Common and proper nouns • Explain what a suffix is and give examples. • Tell the difference between command, exclamation, statement and question. 	<ul style="list-style-type: none"> • Write about a range of subjects including fiction, non-fiction and poetry. • Write simple narratives with a beginning, middle and end. • Use vocabulary that is linked to the topic in my writing. • Plan what I am going to write by saying it aloud or jotting down key words and ideas. • With support, make simple additions and revisions to my work. 	<ul style="list-style-type: none"> • Form all letters correctly and at an appropriate size. • Use consistent spacing between words
Year 1	<ul style="list-style-type: none"> • Use full stops • Use capital letters, including a capital for the pronoun I • Use exclamation marks • Use question marks • Use adjectives in my writing 	<ul style="list-style-type: none"> • Adjectives • Nouns • Consonants and vowels • Explain the difference between singular and plural • Identify where full stops need to go to end sentences. • Explain what syllables are. 	<ul style="list-style-type: none"> • Write sentences about a range of subjects including my own experiences • Write sentences and order them to create a simple narrative. • Orally rehearse sentences before writing them down. • Re-read what I have written to check it makes sense. 	<ul style="list-style-type: none"> • Form all letters correctly, some capitals and digits 1-9 • Use spaces between words.